



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3175 Gordon Street, Kingman, AZ 86409

Kingman Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Sue Hamilton
Schedule : 07:00 AM to 05:00 PM
Grades : K-6
Web Address : www.kusd.org/lasenita/index.htm
Phone Number : (928) 757-4328
Fax Number : (928) 757-7537
E-mail : shamilton@kusd.org

Mission

At La Senita our mission is that we are committed to building a community with responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve student writing abilities and test scores by using the six trait writing skills and rubric. Give pre- and post-tests and DAP tests. Offer staff development, student activities and achievement awards, and initiate a writer of the month club.
- ü Promote student safety in and out of the classroom through academic instruction by a police officer. Assign all teaching assts. to playground duty before school and during lunch, add additional teachers for supervision. Strict discipline enforcement.

Enrollment

October 1, 2005 School Year Student Enrollment : 766
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 43

Instructional Programs

- ü Gifted Classes
- ü Transition / Readiness Classes
- ü Bridges
- ü Full-day Kindergarten
- ü DIBELS

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/23/2005
Last Day of School :	5/27/2006

Shared Responsibilities

School

We distribute monthly calendars of events, with pertinent information to the parents. We maintain a school web site with various information links. Progress Reports and Report Cards are issued quarterly and student agendas are used in grades 5 and 6.

Parents

Parents are encouraged to be active in the education process of thier student by seeing that their children attend school on a regular basis. Parents are expected to attend all parent-teacher conferences, and other school-related activities.

Transportation Policy

KUSD #20 will provide transportation for all students within the school boundaries aside from walking distance. Transportation in our district is a privilege and students are expected to behave on the buses. We have strict enforcement of bus rules.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 1st Place KUSD #20 Spelling Bee	2003
ü 1st Place Problem Solving Team KUSD#20 Math Competition	2003
ü Honorable Mention - Desert Scribes Writing Competition	2003
ü 1st place in Math Competition in the area of Problem So	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	589	80010	98	98	99	426	432	447	21	13	10	21	24	18	52	56	53	7	7	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	52	280	38935	100	99	99	425	432	447	23	12	9	21	24	19	48	58	55	8	7	17
Male	65	309	40974	97	98	98	427	432	448	18	14	11	20	24	18	55	55	52	6	7	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	22	101	34545	100	100	99	413	423	432	23	18	14	23	29	24	55	50	53	NA	4	9
Asian/Pacific Islander	NC	10	2068	NC	100	99	NC	NA	474	NC	NA	4	NC	NA	10	NC	NA	50	NC	NA	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	90	460	35142	98	98	99	429	434	465	19	12	5	21	24	11	52	57	56	8	7	28
Students with Disabilities	24	82	10161	96	92	93	388	397	419	58	40	28	25	35	28	17	23	36	NA	1	8
Students without Disabilities	93	507	69849	99	99	100	436	438	451	11	9	7	19	22	17	61	61	56	9	8	19
Limited English Proficient Students	NC	15	14013	NC	100	97	NC	399	413	NC	27	24	NC	60	34	NC	13	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	69	300	39029	100	98	98	419	427	432	26	15	14	20	26	25	49	54	52	4	4	9
Non-Economically Disadvantaged	48	289	40981	96	99	100	436	438	462	13	11	6	21	21	13	56	58	54	10	10	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	589	79438	97	98	98	433	444	451	14	10	9	34	27	24	50	57	56	3	5	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	279	38775	98	98	99	434	451	457	12	6	7	29	23	22	59	65	58	NA	5	13
Male	65	310	40560	97	98	97	431	438	446	15	14	12	37	31	25	43	50	54	5	5	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	22	101	34297	100	100	98	417	436	434	18	13	14	36	32	31	45	47	50	NA	9	5
Asian/Pacific Islander	NC	10	2063	NC	100	99	NC	NA	475	NC	NA	3	NC	NA	15	NC	NA	63	NC	NA	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	89	460	34887	97	98	98	437	445	471	13	10	4	33	27	15	51	58	63	3	5	18
Students with Disabilities	23	82	9588	92	92	88	393	399	416	39	41	30	57	41	32	4	17	34	NA	NA	5
Students without Disabilities	93	507	69850	99	99	100	443	451	456	8	5	7	28	25	23	61	64	59	3	6	12
Limited English Proficient Students	NC	15	13856	NC	100	96	NC	401	407	NC	33	27	NC	47	43	NC	20	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	68	300	38685	99	98	97	427	438	435	18	13	14	37	30	32	43	53	50	3	4	5
Non-Economically Disadvantaged	48	289	40753	96	99	99	441	451	467	8	7	5	29	24	16	60	62	62	2	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	588	79971	97	98	99	404	411	423	14	9	8	47	53	41	38	37	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	279	38974	98	98	99	427	426	437	6	3	5	39	46	33	53	48	57	2	3	4
Male	65	309	40895	97	98	98	386	398	410	20	14	10	54	58	47	26	27	41	NA	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	22	100	34481	100	99	99	402	407	410	18	10	10	55	56	46	27	34	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	89	461	35150	97	98	99	404	412	437	13	8	5	44	52	35	42	37	56	1	2	5
Students with Disabilities	24	81	10258	96	91	94	336	353	377	50	33	23	33	57	51	17	10	25	NA	NA	1
Students without Disabilities	92	507	69713	98	99	100	422	421	429	4	5	5	51	52	39	43	41	52	1	2	3
Limited English Proficient Students	NC	15	13985	NC	100	97	NC	360	382	NC	33	18	NC	67	54	NC	NA	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	67	299	38994	97	98	98	402	407	409	15	10	10	52	54	47	33	34	41	NA	1	1
Non-Economically Disadvantaged	49	289	40977	98	99	100	407	416	437	12	7	5	41	51	34	45	39	56	2	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	582	80147	98	98	99	453	465	482	26	16	11	22	21	17	42	52	49	10	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	269	39281	98	99	99	451	464	483	28	17	9	20	22	17	44	49	50	8	13	24
Male	68	313	40780	99	98	98	455	466	482	25	14	12	24	21	17	40	54	48	12	10	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	19	91	33494	95	99	99	459	464	466	11	13	15	21	24	23	68	55	49	NA	8	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	94	466	36122	99	98	99	454	465	501	28	16	5	22	21	10	37	51	50	13	12	35
Students with Disabilities	24	102	10295	96	92	92	410	426	443	63	42	33	25	30	26	13	25	33	NA	2	8
Students without Disabilities	94	480	69852	99	100	100	465	473	488	17	10	7	21	20	16	49	57	51	13	13	26
Limited English Proficient Students	NC	13	12722	NC	87	97	NC	424	441	NC	38	27	NC	38	33	NC	23	37	NC	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	79	311	38371	98	97	97	446	456	465	30	20	15	24	25	23	39	48	49	6	8	13
Non-Economically Disadvantaged	39	271	41776	100	100	100	468	475	498	18	11	6	18	18	11	46	56	49	18	15	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	581	79686	98	98	98	446	460	470	23	14	11	29	28	24	47	53	57	1	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	269	39163	98	99	99	450	466	475	22	11	9	22	26	22	54	55	60	2	9	10
Male	68	312	40438	99	98	97	442	455	465	24	16	13	34	30	25	43	51	54	NA	3	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	19	90	33299	95	98	98	443	458	452	21	16	17	26	23	32	53	59	47	NA	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	94	466	35914	99	98	98	448	461	489	21	13	5	30	29	15	48	52	67	1	6	14
Students with Disabilities	24	101	9808	96	91	87	401	420	432	54	36	35	38	47	32	8	17	30	NA	1	3
Students without Disabilities	94	480	69878	99	100	100	457	468	475	15	9	8	27	24	23	57	60	61	1	6	9
Limited English Proficient Students	NC	12	12594	NC	80	96	NC	406	422	NC	58	34	NC	33	45	NC	8	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	79	310	38095	98	96	97	439	449	452	23	16	17	34	36	32	43	46	48	NA	2	3
Non-Economically Disadvantaged	39	271	41591	100	100	99	460	472	486	23	11	6	18	20	16	56	61	65	3	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	585	80372	99	99	99	450	468	475	10	5	4	32	31	30	57	63	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	271	39452	100	99	99	467	483	488	6	2	3	25	27	22	69	69	72	NA	2	3
Male	68	314	40836	99	99	98	438	455	464	13	7	6	37	35	37	49	57	56	1	1	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	20	92	33608	100	100	99	455	466	462	5	3	6	40	34	36	55	61	57	NA	2	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	94	468	36213	99	99	99	454	468	489	9	4	2	32	32	22	59	63	72	1	1	3
Students with Disabilities	24	104	10526	96	94	94	371	412	427	42	19	15	38	54	53	21	26	31	NA	1	1
Students without Disabilities	95	481	69846	100	100	100	470	479	482	2	1	3	31	27	26	66	71	69	1	1	2
Limited English Proficient Students	NC	14	12747	NC	93	97	NC	423	432	NC	7	12	NC	71	52	NC	21	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	80	313	38521	99	97	98	448	457	461	10	6	6	35	37	38	54	55	55	1	1	1
Non-Economically Disadvantaged	39	272	41851	100	100	100	455	480	489	10	3	3	26	25	22	64	71	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	606	79306	100	99	99	483	490	504	25	17	13	23	24	20	43	48	49	9	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	312	38845	100	99	99	486	493	505	19	14	11	26	26	20	48	48	50	6	12	18
Male	54	294	40383	100	99	98	480	488	504	31	19	14	20	23	19	37	48	47	11	10	19
African American	NC	11	4171	NC	100	98	NC	485	485	NC	27	20	NC	9	26	NC	55	44	NC	9	10
Hispanic	21	99	32673	100	100	99	457	481	487	38	21	18	29	25	25	29	44	46	5	9	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	10	4034	NC	100	97	NC	NA	479	NC	NA	22	NC	NA	29	NC	NA	43	NC	NA	7
White	89	479	36234	100	98	99	489	493	523	21	16	6	22	24	13	47	49	52	9	11	28
Students with Disabilities	17	97	10286	100	95	91	456	450	462	41	49	41	35	26	27	18	24	27	6	1	5
Students without Disabilities	99	509	69020	100	100	100	487	498	510	22	11	9	21	24	18	47	52	52	9	13	21
Limited English Proficient Students	NC	15	10291	NC	100	96	NC	438	458	NC	47	38	NC	47	34	NC	7	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	69	322	37437	100	98	97	476	480	486	29	22	19	26	29	26	38	43	46	7	7	9
Non-Economically Disadvantaged	47	284	41869	100	99	100	493	502	521	19	11	7	19	20	14	51	54	51	11	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	606	79000	100	99	98	473	481	489	16	12	10	33	28	24	51	54	58	1	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	311	38774	100	99	99	479	486	494	10	9	7	32	25	22	56	59	61	2	7	10
Male	54	295	40150	100	99	98	467	477	485	22	16	12	33	31	25	44	48	55	NA	5	8
African American	NC	10	4153	NC	91	98	NC	NA	476	NC	NA	13	NC	NA	30	NC	NA	53	NC	NA	4
Hispanic	21	99	32508	100	100	98	446	467	472	33	13	15	52	37	33	14	48	49	NA	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	10	4016	NC	100	96	NC	NA	467	NC	NA	14	NC	NA	37	NC	NA	46	NC	NA	2
White	89	480	36135	100	99	98	481	485	508	10	11	4	29	26	14	60	56	67	1	7	15
Students with Disabilities	17	98	9991	100	96	88	449	440	449	29	44	33	47	32	36	24	24	29	NA	NA	2
Students without Disabilities	99	508	69009	100	99	100	477	489	495	13	6	6	30	27	22	56	60	62	1	7	10
Limited English Proficient Students	NC	15	10199	NC	100	95	NC	430	439	NC	40	35	NC	60	47	NC	NA	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	69	322	37234	100	98	97	464	470	472	22	17	15	38	32	33	39	48	50	1	3	3
Non-Economically Disadvantaged	47	284	41766	100	99	99	487	494	505	6	7	5	26	23	16	68	61	65	NA	9	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	607	79611	100	99	99	468	487	496	11	10	7	59	42	37	29	48	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	313	39016	100	99	99	483	500	511	5	6	4	58	37	29	37	56	66	NA	1	1
Male	54	294	40519	100	99	98	452	474	482	19	14	10	59	46	44	20	39	46	2	1	0
African American	NC	11	4188	NC	100	98	NC	488	486	NC	9	9	NC	36	40	NC	55	50	NC	NA	0
Hispanic	21	99	32855	100	100	99	442	478	481	24	14	10	62	37	43	14	48	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	10	3992	NC	100	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	89	480	36380	100	99	99	475	489	511	8	9	4	58	42	30	33	48	65	1	1	1
Students with Disabilities	17	98	10664	100	96	94	416	427	440	29	31	23	65	56	54	6	13	22	NA	NA	1
Students without Disabilities	99	509	68947	100	100	100	477	498	504	8	6	4	58	39	34	33	55	61	1	1	1
Limited English Proficient Students	NC	15	10362	NC	100	97	NC	412	438	NC	33	22	NC	60	57	NC	7	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	69	323	37626	100	99	98	459	473	479	14	14	10	58	46	45	28	40	45	NA	0	0
Non-Economically Disadvantaged	47	284	41985	100	99	100	481	503	511	6	5	4	60	37	30	32	57	65	2	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	584	79327	100	100	98	493	507	518	29	22	19	27	21	20	38	47	46	5	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	277	38961	100	100	98	489	506	520	34	21	16	27	24	20	36	48	48	3	8	16
Male	54	307	40295	100	99	97	496	508	516	24	23	21	28	19	19	41	46	44	7	12	16
African American	NC	10	4247	NC	100	98	NC	NA	499	NC	NA	27	NC	NA	24	NC	NA	41	NC	NA	8
Hispanic	23	91	32327	100	100	98	470	504	499	39	23	27	35	20	25	26	49	41	NA	8	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	12	4391	NC	100	96	NC	516	489	NC	8	32	NC	17	27	NC	75	36	NC	NA	4
White	86	467	36373	100	99	98	499	507	538	26	22	10	26	22	14	42	46	52	7	10	25
Students with Disabilities	21	101	9321	100	99	87	438	448	467	86	75	54	10	11	22	5	13	21	NA	1	3
Students without Disabilities	92	483	70006	100	100	100	505	519	524	16	11	14	32	23	19	46	54	49	7	12	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	67	287	37097	100	99	97	490	498	498	31	28	27	25	21	25	40	44	41	3	7	7
Non-Economically Disadvantaged	46	297	42230	100	100	99	497	515	535	26	16	11	30	22	15	35	49	50	9	13	24

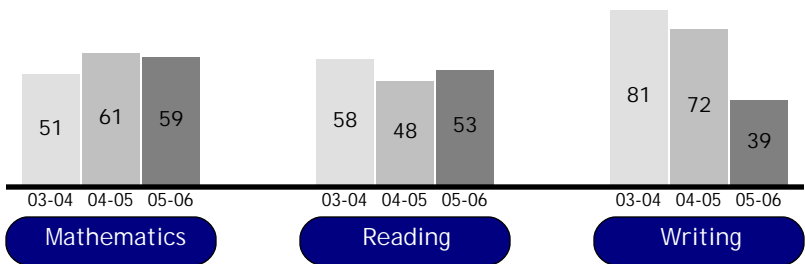
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	584	79501	100	100	98	482	491	497	15	11	10	27	28	25	56	58	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	277	39062	100	100	99	484	496	502	12	6	8	27	27	23	58	63	64	3	3	5
Male	54	307	40368	100	99	98	479	487	491	19	14	13	28	29	27	54	54	57	NA	3	3
African American	NC	10	4279	NC	100	99	NC	NA	485	NC	NA	14	NC	NA	30	NC	NA	54	NC	NA	2
Hispanic	23	91	32389	100	100	98	473	490	478	17	9	16	35	30	34	48	60	48	NA	1	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	12	4401	NC	100	96	NC	503	473	NC	NA	17	NC	25	40	NC	75	43	NC	NA	1
White	86	467	36446	100	99	99	484	491	516	15	11	4	23	28	15	59	57	73	2	3	7
Students with Disabilities	21	101	9411	100	99	88	436	440	453	48	44	36	43	39	36	10	18	26	NA	NA	1
Students without Disabilities	92	483	70090	100	100	100	492	501	502	8	4	7	24	26	24	66	67	65	2	3	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	67	287	37183	100	99	97	477	481	479	18	14	16	28	33	34	54	51	49	NA	1	1
Non-Economically Disadvantaged	46	297	42318	100	100	99	488	501	513	11	7	5	26	23	17	59	65	70	4	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	112	582	80000	99	99	99	546	559	564	8	4	3	8	9	11	78	79	75	6	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	277	39288	100	100	99	549	570	579	8	4	2	7	5	6	76	80	77	8	11	16
Male	53	305	40644	98	98	98	543	550	549	8	4	4	9	12	15	79	78	74	4	6	7
African American	NC	10	4307	NC	100	99	NC	NA	551	NC	NA	4	NC	NA	13	NC	NA	75	NC	NA	7
Hispanic	22	90	32672	96	99	99	543	554	548	9	6	4	14	7	14	64	77	76	14	11	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	12	4424	NC	100	97	NC	583	549	NC	NA	3	NC	NA	14	NC	100	77	NC	NA	5
White	86	466	36602	100	99	99	546	559	579	8	4	2	7	9	7	80	79	75	5	8	16
Students with Disabilities	20	100	9919	95	98	93	468	489	505	25	11	9	35	40	35	40	48	54	NA	1	2
Students without Disabilities	92	482	70081	100	100	100	563	573	571	4	2	2	2	2	7	86	85	79	8	10	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	66	285	37534	99	99	98	536	547	547	12	5	4	6	10	15	77	80	76	5	5	5
Non-Economically Disadvantaged	46	297	42466	100	100	100	560	571	578	2	3	2	11	8	7	78	78	75	9	12	16

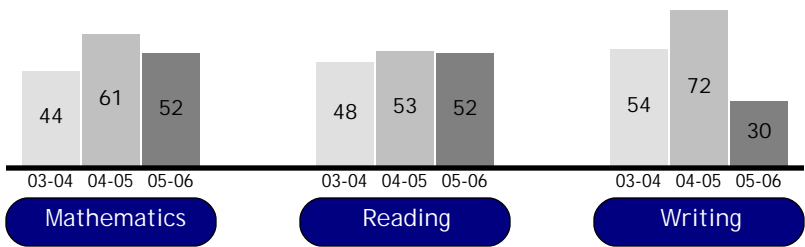
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	36	NA	58	98	46	47	47	99	37	39	46
	Language	91	30	41	50	98	44	45	47	99	39	41	48
	Mathematics	94	37	54	64	96	51	48	50	99	44	44	52
3	Reading	100	41	NA	55	100	36	41	44	98	35	43	46
	Language	100	49	54	61	100	37	41	44	100	39	43	46
	Mathematics	100	46	52	61	97	41	47	51	100	39	43	52
4	Reading	94	54	NA	56	100	41	46	48	100	37	44	52
	Language	99	48	51	52	100	39	46	49	100	39	46	52
	Mathematics	99	59	59	61	100	44	50	53	100	43	48	58
5	Reading	100	51	NA	55	95	43	50	50	99	41	50	56
	Language	100	44	45	49	95	44	49	50	99	41	46	54
	Mathematics	99	53	56	63	95	45	45	49	99	43	44	52
6	Reading	98	50	NA	56	100	44	48	51	100	43	52	56
	Language	98	42	44	48	100	37	45	47	100	37	44	50
	Mathematics	98	55	63	66	100	39	49	52	100	37	48	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

La Senita Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü Dress Code Policy
- Ü Traditional School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	3.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	3	4	0	0
10 or more years	7	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Computer in Every Classroom
- Ü New Primary Playground

Extracurricular Activities

- Ü B.U.G. Club (Bring up Grades)
- Ü Student Council
- Ü Math and Writing Students of the Month
- Ü Honors Chorus, Bell Choir and Band
- Ü Chess Club and Lego Robotics Program

Social Services

- Ü Breakfast/Lunch Programs
- Ü Psychologist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü C.A.P.S. program. Command of Academic Principles and Skills. An alternative classroom program to assist students in achieving grade level performance. Offered to 4th, 5th, and 6th graders.
- Ü Created a new primary playground for the first and second grade students. Installed swings, slides and climbing equipment for the primary students to promote student safety on the playground.
- Ü Created a new basketball court for the upper grade through fund raiser that the student body was involved with through the first part of the school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All staff and visitors are required to wear I.D. badges on a secured locked campus. Students must be signed in and out; Strict discipline policies and enforcement; Visitng Police officer who teaches students on bullying, and other student crimes.

Our D.A.R.E. Officer completes the DARE curriculum in our 6th grade to help them work on violent and bullying issues.

We are implementing the ITI Model of Lifelong Guidelines and Lifeskills to give our students a feeling of belonging.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Sue Hamilton	(928) 757-4328
Transportation Policy	Sandy Brown	(928) 753-5928
Community Resources		
School Nutrition Programs	Karma Jones	(928) 753-5678
Parent Organization	Trudy Rich	(928) 757-4328
Student Health/Nurse	Jennifer Martin	(928) 757-4328

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.